

Program: \_\_\_\_\_ Women's Studies \_\_\_\_\_

Date: \_\_\_\_\_ 6/30/11 \_\_\_\_\_

Completed by: \_\_\_\_\_ Fawn-Amber Montoya and Jacqueline Stroud

Please complete this form for each undergraduate program (e.g., B.A., B.S.) in your department and return it to Erin Frew, [erin.frew@colostate-pueblo.edu](mailto:erin.frew@colostate-pueblo.edu) as an email attachment before June 1, 2011. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

**I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.**

A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed?	C. What method was used for assessing the SLO?	D. Who was assessed?	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements are planned based on this assessment?
working knowledge..social life	June 2011	seminar paper	1 student who completed paper this year	Average student should be at a "Proficient Level 2" of Student Learning outcomes.	Committee found that the students were proficient in this area.	Found that the students' capstone experience is a good sample for their performance in the program. We feel that we should also assess in the WS100 class in order to get better more accurate results for students'	1. We will implement a pre-test and posttest in WS 100 2.re-evalaute student learning outcomes in the assessment plan and add a campus and community component. 3. Continue to work on imbedding Student Learning Outcomes in all courses.

						progress	
institutionalized discrimination and violence	June 2011	seminar paper	1 student who completed paper this year	Average student should be at a "Proficient Level 2" of Student Learning outcomes.	Committee found that the students were proficient in this area.	Found that the students' capstone experience is a good sample for their performance in the program. We feel that we should also assess in the WS100 class in order to get better more accurate results for students' progress	1. We will implement a pre-test and posttest in WS 100 2. Continue to work on imbedding Student Learning Outcomes in all courses.
national and global perspectives.	June 2011	seminar paper	1 student who completed paper this year	Average student should be at a "Proficient Level 2" of Student Learning outcomes.	Committee found that the students were proficient in this area.	Found that the students' capstone experience is a good sample for their performance in the program. We feel that we should also assess in the WS100 class in order to get better more accurate results	1. We will implement a pre-test and posttest in WS 100 2. Continue to work on imbedding Student Learning Outcomes in all courses.

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Comments: Within Women's Studies there is a large amount of community and campus programming. In the Spring Semester of 2010 , Department FTE for WS was at 16.2. Summer FTE was at 6.4 In the Fall of 2010 was at 9.0 and in the Spring of 2011 FTE was at 18.4. In the Spring of 2010 there were 17 Women's Studies Minors, currently there are 12 minors. We'd like to see these numbers grow in the next year. Our goal is to have an average FTE for the 11-12 academic years at 15 and the number of minors at 20.

**B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) did you address?	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
New Assessment	New Assessment	New Assessment	New Assessment	New Assessment
New Assessment	New Assessment	New Assessment	New Assessment	New Assessment